

CONTEXTUAL LEARNING FOR BASIC EDUCATION: THE HISTORY AND PHILOSOPHY

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Abstract: Discourse models or contextual approaches as part of the learning concept, which is still dwelling on the dimension of implementation either in the context of certain subjects or in the context of a particular class or school. Such in current conditions the assumption from educators' scopes that contextual learning as something perfect, independent and in accordance with the present reality. The limitation of understanding gives impact to a closed mind. By those reasons, this paper seeks to explore the idea of contextual learning or which is often called as Contextual Teaching and Learning (CTL) both in terms of historical and philosophical dimensions. Based on the historical approach, contextual learning as a solution as well as a criticism of the stagnation of the constructivism flow in the face of global competition in the third era nowadays. However, the root of pragmatism is very strong in contextual learning. Therefore, in terms of philosophy, the discourse of contextual learning has been focused on the issue of education substance rather than the education values so that in the realm of its application in Indonesia, contextual learning should be given a critical note to be truly in accordance with the culture and behavior of Indonesian society.

Keyword: Contextual Teaching and Learning (CTL), basic education, philosophy.

INTRODUCTION

Learning model has a very important influence on learning process in the class. It is important because it will determine the effectiveness and efficient on learning process. Learning model can be said as an effective if there are a change in learners both aspects of cognitive, affective, and psychomotor. It is efficient when the learning is in line with the objectives of its process. So, a teacher, especially the teacher class, should have skills in learning models so that the lesson will be not monotonous. They also should be make an innovation in various fields such as models, media, and materials. One of the learning models that can be applied in the classroom is contextual learning. Contextual learning model is a learning model that helps teacher to relate the subject content with the real-world situations, and emphasizes the learner to actively engage in

learning process, so that learners can be motivated to understand the meaning of the subject and to connect the materials with real life.

By the reason of the importance of contextual learning in education field, there are many specialists or an expert in education who defines about contextual learning. According to the Vienna Sanjaya Contextual Teaching and Learning (CTL) is a learning strategy that emphasizes to full up the process of student involvement in order to find the material that have learned and relate it to the real life situations then encourage students to apply it in their lives.¹ Meanwhile, according to Elaine B Johnson CTL is a learning system based on the philosophy that students are able to grasp the lessons when they get the meaning in the academic materials which have received then they grasp meaning in school tasks if they can associate the new information with knowledge and experience which they have before.² It also can be said as a brain compatible system of instruction that generates meaning by linking academic content with the context of a student's daily life.³

By the various expositions or definition of contextual learning formulation above, as stated by Masnur Muslich, there are some basic principles that is be a characteristic in contextual learning process, among them are the principle of constructivism, inquiry, questioning, learning community, modeling, reflection, and true assessment⁴. These principles appear somewhat mixed between the dimensions of philosophy, methods, vision and technical learning. Thus, of course, it also become very contextual because in one particular context the principle that one is really held firm but in another context, it is the opposite. Therefore, Johnson argues that the component in contextual learning consists of eight components those are makes a meaningful connection, doing meaningful work, doing self-regulated learning, working together, thinking critically and creatively, helping individuals to grow and develop, reaching standards which is high, and uses authentic judgment. Johnson's analysis is clear that learning is in dire need of meaningful interrelationships. The concept of such

¹ Vienna Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Prenada Media, 2007), p. 255.

² Elaine B. Johnson, *Contextual Teaching And Learning: Menjadikan Kegiatan Belajar Mengajar Mengasyikan Dan Bermakna*, Terj. Ibnu Setiawan, (Bandung: Mizan Learning Centre, 2007, 14), p. 14.

³ *ibid*

⁴ Masnur Muslich, *KTSP Pembelajaran Berbasis Kompetensi dan Kontekstual*, (Jakarta: Grafika Offset, 2007), p. 43; see also in Suparto, *Penerapan CTL on Kurikulum berbasis Kompetensi* (Semarang: Kementerian Pendidikan Nasional, 2004

interrelationships in the process of implementation is not really simple because it requires the existence of various variables required.

Nevertheless, whether intentional or simply coincidental, the study of contextual learning that so far has been studied whether in the form of participatory research or simply measuring the success of the learning process are all reviewed in the scopes of research field. This is done by Kokom Komalasari⁵, Mazrur (2015),⁶ Nur Khasanah (2012),⁷ Fauzin Jamil (2011),⁸ Muhammad Habib (2010),⁹ Sunandar (2009).¹⁰ The researches that they done are more filled in the context of contextual learning implementation studies in basic education institutions in Indonesia. In fact, if it might be further traced does not mean in the realm of theory, the concept of learning that way there is has no problem at all. Therefore, in order to compensate for the mainstream of the current contextual learning discourse, the exploration of the theoretical dimension, especially in the historical and philosophical sphere should be good news for the studies on contextual learning which has been focused on the dimensions of instructional implementation. On the other hand, the field of criticism of the theory is important because so far as reflected in the results of the studies above, the researches that have been done have not been able to touch or generate the criticisms of the contextual learning theories that nowadays existed. Another thing that also needs to be underlined is, so far there is a tendency to sanctify the theory. The existing of theory does not need to be criticized but it needs to be applied. Such myths need to be corrected because during the implementation of the theory, it has not yet produced some significant benefits for scientific development, so it is certain that the theory

⁵ Kokom Komalasari, "Pembelajaran Kontekstual: Konsep dan Aplikasi, Disertasi 2015.

⁶ Mazlur, "Pengaruh Contextual Teaching And Learning dan Gaya Belajar Terhadap Hasil Belajar Pada Mata Pelajaran Fiqih Di MTsN Palangkaraya", Disertasi pada Program Doktor UIN Sunan Kalijaga Yogyakarta, 2015.

⁷ Nur Khasanah, "Model Pembelajaran Kontesktual PAI untuk Siswa Heterogen Kelas III SD Kaligatuk Srimulyo Piyungan Bantul", Tesis 2012.

⁸ Fauzi Jamil, "Implementasi Pendekatan Kontesktual dan Efektivitasnya dalam Pembelajaran Sejarah Kebudayaan Islam". Tesis. 2011.

⁹ Muhammad Habib, "Kompetensi Siswa Madrasah Aliyah (Studi Kasus di Madrasah Aliyah al-Azhar Citangkolo Kota Banjar Jawa Barat dengan Pendekatan Manajemen Berbasis Madrasah)", Tesis on Program Magister Pendidikan Islam UIN Sunan Kalijaga Yogyakarta (2010).

¹⁰ Sunandar, "Pembalajaran CTL dan Hasil Belajar Matematika Siswa Sekolah Dasar", in Jurnal Ilmu Pendidikan, Jilid 16, vol. 1, (2009), p. 59-68.

needs to be further questioning. The question is important because, by only with the question that the characteristics of philosophy begin to emerge, especially about the philosophy of education. Those were as Kingsley Price understands that:

When we ask the question, "what is a philosophy of education," we are asking either one or all of three different questions,.... The first of these question is... "what is analysis of education", the second, "what is a metaphysics of education," the third, "what is an ethics of education".¹¹

From the above statement, the point which needs to be underlined is a teaching and learning is one of the three main elements in education, those are students and teachers. Therefore, it can be understood that the questions above can be directly addressed to the learning issue of which is as part of the core element in education field.

At the same time, the historical dimension is needed because of the question or ideas of contextual learning in both are in its idea and its applications are directly related to the problems and realities of its time. Therefore, the substance, historical perspective will give an understanding about the concept and implementation of contextual learning then will increasingly show its existence more understandable and meaningful.

Especially, the discourses of contextual learning and educational in general are more directed to the discourse, patterns, and formulation of basic education. Why? Because the classical discussion of education means education for learners whose pedagogy character, not on andragogy. An education or precisely andragogy learning has been integrated in fundamental discussions of science, theories, and applied in both technology and new scientific development. Andragogy focuses on adult teaching approach and it is as the art of science of helping adult to learn. By those reason, the technical dimension of learning technique becomes irrelevant if it is applied in the context of adult education field. Therefore, the emphasis of a basic education in this paper is more directed to affirmation than as a sorting, because in fact contextual learning is found in primary or basic education not in higher education.

¹¹Gagasan Kingsley Price di atas ditulis dalam Jurnal Educational Theory, Vol. VI, No. 2, namun penulis mengutip dari sumber sekunder yakni, Albert J. Taylor, "What is Philosophy of Education?", dalam Christopher J. Lucas (ed.), What Is Philosophy of Education?, (London: Macmilan, 1969), hlm. 202.

THE MEANING OF CONTEXTUAL LEARNING.

The first question that arises is about the definition of the word "context", in language term, using the word "context" means understanding the meaning of a word by noticing the meaning of the words contained in a sentence that is poured in a space and time. A human's mind will be influenced by the context in where he or she lives and resides. Based on the description, context means something that relates to the initial ideas or knowledge gained from the various experiences of their behavior or daily life. Therefore, contextual relates with context, by linking subject of the instructional content with the context.

The life cycland students' needs will increase their learning motivation or motivation to study and will make its process more efficient and effective. This learning approach is called contextual teaching and learning (CTL). Contextual learning occurs in complex situations and this is different from the behavioristic approach that more emphasizes on practice. According to Nurhadi, contextual teaching and learning (CTL) is a teaching-learning concept that helps teachers to link between the materials taught in the classroom and the real-world situations of the students and encourages students to make connections between their knowledge and application on their lives as individuals, family members and the community. The contextual approach is actually rooted in a constructivist approach which states that a person or student engages in learning activities is to build knowledge through interaction and interpretation in their environment. The knowledge that comes from experience and context is built by students themselves rather than by teachers. Meanwhile, according to Johnson;

The contextual teaching and learning system is an educational process that they are studying by connecting academic subjects with the context of their lives, that is, with the context of their personal, social, and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, using authentic assessment.¹²

The contextual approach is actually rooted in a constructivist approach that states that someone or student engages in learning activities is none other than build or develop the knowledge through interaction and interpretation in their environment. Knowledge that comes from experience and context is built by students themselves rather than by teachers. Lessons learned using contextual

¹² Elaine B Johnson, *Contextual Teaching and Learning: What It is and Why It's Here to Stay*, (California: Corwin Press, 2002).

methods have the following characteristics, those are: 1. More authentic learning, 2. Learning gives students widespread opportunities. 3. Learning becomes and in meaningful experience 4. Collective learning through the discussion. 5. Togetherness, 6. Learning process is carried out actively, creatively, and productively. 7. Learning is done in a fun way.¹³ Meanwhile, according to Yulaelawati, contextual learning is learning process that relating, experiencing, applying, cooperating and transferring.¹⁴ By those various views and reasons above, it shows that contextual learning conceptually has a fairly broad and comprehensive formulation which is still questionable both in the logic context of reasoning developed as well as in the field of its application.

HISTORY'S TRACK ABOUT THE EMERGENCE OF IDEAS CONTEXTUAL LEARNING

In fact, contextual learning is an entirely not as a new approach. The basis of contextual learning has been developed by John Dewey since 1916. This approach was re-excavated, redeveloped, and popularized by The Washington State Concourcyum for Contextual Teaching and Learning by involving 11 universities. It means that the contextual education concept is actually born within the distinctive social space and context of the modern American social space that develops in the paradigm of separation between religion, as both a source and a basis of value, besides, and industrial-secularistic society.

John Dewey's pragmatism paradigm thought has been missed by accept by educational observers. Where, they seem to place Dewey in a mere educational corridor, whereas if it is sought more deeply, above his concentration of education, Dewey carries the principles of American pragmatism as a new thesis, from European idealism. At the same time, the discourse before the development of contextual learning model, the most dominant is learning based on behaviorism. This behaviorism paradigm then gave a new criticism that formulated in the concept of constructivism paradigm. Dissatisfaction over this constructivism then gave impact to the concept of contextual learning as found by the character named Eliane B. Johnson.

Before Johnson, Berns and Ericson it had also carried the contextual learning. Ericson argues that the contextual model is merely a learning process that is

¹³ Yulia Krisnawati, "Pengelolaan Pembelajaran Bahasa Indonesia dengan Menggunakan Metode Kontekstual di SLTP Negeri 25 Surabaya", dalam *Jurnal Penelitian dan Evaluasi* (2004), hlm. 56

¹⁴ Ella Yulaelawati, *Kurikulum dan Pembelajaran Filosofi Teori dan Aplikasi*. (Jakarta: Pakar Raya, 2004), hlm.

expected to help teachers in connecting the subject matter with the situation and the reality around it or environment. This can ultimately arouse the learners to be able to correlate the knowledge gained with their daily lives.¹⁵ Therefore, the substance of contextual learning becomes “the constructing of learning” and not “the transferring of knowledge”. The other detailed idea then developed by Johnson by including seven components in the contextual learning process, those are; (1) making meaningful connections, (2) doing significant work, (3) self-regulated learning, and collaborating, (4) critical and creative thinking, (5) nurturing the individual, (6) reaching high standards, and) using authentic assessments.¹⁶

Then Johnson’ idea used as the theoretical framework among academics and educational policy makers in Indonesia to sustain the great idea of Indonesian education in the early 2000s that emphasized the competition of students or learners then known as the KTSP based curriculum.

From the two figures above, it can be seen that the concept of contextual teaching and learning (CTL) is different; Bern is more directed to the interests of national economic competitiveness so the learning process really correlates with the economic world that existed at that time, early 2000s. While Johnson is more focused on the independence of the learning process, this process actually has been developed in educational institutions, especially in Christian learning in America which is often called Contextual Education. Thus, the historical understanding of the emergence of contextual learning is important to know which is appropriate and which is not appropriate in the context of education in Indonesia.

PHILOSOPHICAL STUDIES OF CONTEXTUAL LEARNING

Discussion about the learning model in general is departs from the reflective understanding of educational experts about the substance of studying and learning. Those certainly cannot be apart from the position of students or learners who are taught and institutions and the environment in which the learning process is implemented. There are three elements of learning, those are: (1) learning and teaching, (2) students, and (3) school and environment become

¹⁵ Robert G. Berns and Patricia M. Erickson, “Contextual Teaching and Learning: Preparing Students for the New Economy”, *Information Analysis*, diunduh dari www.nccte.com

¹⁶ Elaine B Johnson, *Contextual Teaching and Learning: What It is and Why It’s Here to Stay*, (California: Corwin Press, 2002).

the starting point as well as a benchmark on how the learning theory is formulated. In general, theories about learning and teaching itself are generally divided into three: cognitivism, humanistic, behaviorism, and constructivism.

Learning theory from a cognitive perspective emphasizes learning processes rather than its outcome. For people who agree about the cognitivism, learning process not only involves the relationship between the stimulus and the response but also it involves a very complex process of thinking process. According to cognitivism theory, a science is built within a person through a process of continuous interaction with the environment. This process not only runs broken, separated, but through the flowing process, continuous and thorough. One of the leading figures of Cognitivism is Robert M. Gagne (1916-2002) who develop the theory of information processing.¹⁷ According to this theory learning is viewed as a process of information processing in the human brain. The processing of human brain itself occurs through receptors (sensory devices), short term memory, long-term memory, and response generator that accommodates the information stored in long-term memory and converts it into reaction responses.

Another figure is Jean Piaget (1896-1980). He argues that studying and learning process consists of three stages: (1) assimilation: the process of integrating new information into existing cognitive structures, (2) accommodation: the process of adjusting the cognitive structure into new situations, and (3) equilibration: continuous between assimilation and accommodation. Piaget also argued that the learning process should be tailored to the stage of cognitive development of learners or learners' ability. There are some differs about the learning process experienced by a learner differs in one stage and the other. The higher the person's cognitive level the more organized and also the more abstract his way of thinking. Hence, teachers should understand the stages of cognitive development of students and provide content, methods, learning media in accordance with the stage or based on their stages.

The initial thought of behaviorism certainly cannot be separated from Ivan Petrovich Pavlov's idea (1849-1936), a Russian graduate who gained a place among American intellectuals in the 19th century. Pavlov's experiment greatly

¹⁷ Robert M. Gagne, *The Condition of Learning*, (New York: Rinehart and Wilson, 1977). Robert M Gagne (1916-2002), an American educational psychologist famous for the theory of condition of learning. Robert Gagne can be categorized as a modern neo-behaviorist who encourages teachers to plan instructional lessons so that the atmosphere and learning style can be modified. The lowest skills become the basis for the formation of higher abilities in the hierarchy of intellectual skills. Teachers must know the basic skills that must be prepared. Learning starts from the simplest thing to continue on the more complex.]

influenced the view of behaviorism, in which the psychological symptoms of a person are seen from their behavior. One of the most fundamental things in human life is not only the mind, the role or the speech, but also the behavior. Thoughts about new tasks or plans will get the right meaning if they do something. Starting from the assumption that by using certain stimulation, human behavior can change based on what is desired.

Besides, Burrhus's understanding of Frederic Skinner (1904-1990), as modern psychologists, more suggests the behavioristic approaches to their learning development. In 1938, Skinner proposed an operant conditioning thesis, a behavioristic perspective with a direct instruction model approach and believes that behavior is controlled through the process of operant conditioning, where people can control the behavior of an organism through the provision of a wise reinforcement in a relatively large environment.

The other learning theories can be understood from the thought of H. Albert Bandura (1925-), an intellectual Canadian born - known in social learning theory or social cognition as well as self-efficacy. This discovery is based on the Bobo Doll experiment which shows that children imitate exactly the behavior of adults around them. The conclusion of this theory shows that the factors of the child's learning process begin from (1) attention, (2) storage or remembering process, (3) *motoric* reproduction, and (4) motivation or impulse from the outside.

Another difference on humanistic view; the humanistic of thinking theory in the learning process as conceived by Arthur W. Combs (1912-1999), Abraham Maslow (1908-1970), and several other figures shows the role of students or learners is as an individuals or human beings. Combs argues that, children that cannot on math or history, it is not because they are stupid but they are reluctant and forced and feel there is really no important reason they should learn it. Bad behavior is actually nothing, but the inability of someone to do something that will not give satisfaction for them. Therefore, the teachers should understand the students' behavior by trying to understand about student perceptions so that if they want to change their behavior, teachers should try to change the beliefs or views of students. While, Abraham Maslow says that, every learner of its substance, they should have two things: (1) a positive endeavor to develop, and (2) the power to resist or resist that development. Maslow argues that individuals behave in an attempt to fulfill their hierarchical needs. Therefore, attention about the personal dimensions of students or as a learner becomes very important.

Whereas, in the perspective of constructivism, learning and knowledge which taught by teacher is always in a space that is non-objective, temporary and very

dynamic. Therefore, they thought that learning is the process of composing and transferring the knowledge where concrete experience becomes the biggest factor. Hence, the real learning becomes a collaborative activity, reflection and interpretation. Constructivism holds that learning is an inter-subjective process in which each subject will find something different from one individual to the other individual. The Nature of Learning Constructivism focuses on an active subject in creating cognitive structures in their interactions with the environment. By the role of this cognitive structure, students or learners are able to make their sense of reality. Cognitive interaction will occur as far as reality is structured through the cognitive structure created by the subject itself. The cognitive structure should be altered and adapted based on the environment demands and the changing of organism. The process of adjustment occurs continuously through the process of reconstruction. Therefore, the most important thing in constructivism theory is that in every learning process, the role of students or learners should be emphasized. They also should be developing actively in their knowledge by them self, not others. They also should be responsible for their learning outcomes. This emphasizes for an active student on their learning process needs to be developed.

What the followers of the learning paradigm above, such as cognitive, humanistic, behavioristic, and constructivistically argue, is very clear that the base of conceptual learning is not static but continuous dynamic that can lead in many directions. As it leads toward the social dimension which then gives impact to the constructivist paradigm and at other times also moves toward its individualistic dimension which then gives birth to the cognitive paradigm. The clear thing is that learning is not merely the act of human *nativism* but is understood as an act of human constructivism.

Therefore, the theoretical rationalization which is underlying the contextual learning model is actually the constructivism theory of Piaget and Vigotsky, as well as the learning theory from Bruner's discovery. According to the theory of constructivism, knowledge cannot be transferred from teacher to student like pouring a water in a glass, but students construct their own knowledge through *intra-individual* process of assimilation and accommodation (according to Piaget) and *inter-individual* or social process (according to Vigotsky). According to Bruner, learning actually happens through discovery or through an innovation, so that in the learning process should create many opportunities for student discovery activities or students' innovation activities.

Both in the context of direct instruction, cooperative learning, and problem-based learning which is as a variant of contextual learning, the main vision of this learning is really closer to the theory and academic world on the one hand and

the reality or empirical world on the other. Therefore, it can be simplified that in fact the main philosophy of contextual learning is not on the theoretical dimension of learning but it is the learning of pragmatism dimension. By emphasizing the pragmatic dimensions of learning, the correlation of learning with the social real needs on the other hand, the academic interests it can be a complement for each other without having to deny each other, as so far it is as the framework of a theory. Thus, it is very difficult to identify whether contextual learning is as a new paradigm in the learning theory of empowerment or indeed it is not that space of the initiator taught about the existent of contextual learning.

Apart from the above discourse, it is interesting about Hasnawati's remarks that contextual learning as a representation of constructivism paradigm which is different from non-contextual learning, that is conventional learning which as a representation of behaviorism paradigm. The differences, according to Hasnawati, are as follows:¹⁸ Hasnawati's view leads us to re-examine that the roots of understanding of contextual learning can be traced from the constructivism paradigm on the one side and the paradigm of nativism on the other.

However, it would be important to pay attention to John Dewey's view that when learning process is interpreted as a self-directed action of the students or learners for themselves, it implies that a teacher has been neglected by their duties.¹⁹ It means that the contextual education does not mean an independent learning process, as Kirsnowati's views above where students are given a very wide opportunity to learn on their own, regardless of teacher observation. Dewey's views thus are not inseparable from his thinking paradigm about the philosophy of education and learning as a social activity rather than individual activity. Dewey says that the learning process is a human social process including children or learners in general. The learning process of children is not merely understood as an object as well as a subsystem of society, for Dewey the school is as part of the representation of social existence because school is as the

¹⁸ Hasnawati, "Pendekatan CTL dan Hubungannya dengan Evaluasi Pembelajaran", in Jurnal Ekonomi dan Pendidikan, vol. 3, No. 1, (2006), hlm. 59.

¹⁹ Pandangan John Dewey di atas sebagaimana dikutip oleh Douglas J. Sampson, "John Dewey's Concept of Student", in Canadian Journal of Education / Revue canadienne de l'éducation, Vol. 26, No. 2 (2001), hlm. 186.

embodiment or implementation of social activities.²⁰ In his taught *Driyarkara* education is about humanity, but Dewey equips and completes it with the human collective process of humanity. Therefore, understanding contextual learning philosophically means understanding the learning process of learners. According to Dewey, as understood by Sampson, understanding of learners is not solely from the alternative side of what the appropriate learning process are the most important, but precisely, understanding about the nature of students (student's nature) (know the student's ability), the side of the student's soul, and the other side of the interests that should be the student's significance.²¹ Thus, philosophical contextual learning, at least in the context of Dewey's thinking, is a study that closely considers and matches to the context of the natural side, soul, and students or learners' needed. Hence, contextual learning as Dewey, in Thompson's language, is as follows:

From Dewey's standpoint, one of the most important responsibilities of an educator is to build and keep constructing educative environments for students, an ongoing process. In building school environments and utilizing external ones, the teacher seeks to control variations in a way that is educational rather than non-educative, mis-educative, or anti-educative.²²

Meanwhile, according to Desha L. Williams, Dewey's understanding of the philosophical foundation about the contextual learning, it is united the philosophical view of social constructivism and learning that based on the reasoning process. It is done solely for applying academic theories into the real world.²³

CONCLUSION

By reading the debate about the origins, philosophy, and reality of the contextual learning study above, it can be concluded that from the point of view of applying the model of learning, contextual learning model in the application area is more emphasized on the scope and assessment of the contextual learning

²⁰ John Dewey, *The School and Society, The Child and The Curriculum*, (Chicago: The Chicago University Press, 1990).

²¹ Douglas J. Sampson, "John Dewey's Concept of Student, hlm. 185-187.

²² Ibid

²³ In the original text is as follows; Contextual teaching integrate the philosophies of social constructionism and brain-based learning in a theory of learning that utilizes a student's past experiences and interest to make connections between academic concept and real-world-application. Desha L. Williams, "The What, Why, and How of Contextual Teaching in Mathematic Classroom", *The Mathematics Teacher*, Vol. 100, No. 8 (2007), p. 573.

process in an educational institution. The existing assessment has not been able to speculate any further or deeper either in the learning context (contextual), and especially the problem of approach or learning on the one side and the other side is the backwardness of education in Indonesia in its various aspects.

Later, when this paper brings a more substantive context to the pattern of learning (contextual) that emerges and develop is not a solution but a new criterion or a new critic because the perspective of educational philosophy over the discourse of the concept of contextual learning then it is more directed to the dimensions of metaphysics learning or the discourse of the substance of contextual learning rather than the values discourse or critical analysis of the learning. This case indicates that the learning fragmentation has neglected the value or ethical dimension, as if ethics does not have relevance to the learning process. In fact, in the context of Imam al-Syafii's view, for example, one of the requirements of learning or seeking for knowledge is a clean soul and people should have a good attitude or morality because the work of knowledge is the work of chastity or purity.

Thus, there is a historical disconnect case that appears in the process of build an understanding or views about the understanding model. The religious Indonesian society, for example, actually has a different spirit and characteristic with the secularist model of modern society, which is as the basis of modern educational researches of psychology theorists nowadays.

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